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periods, we eliminate the time complaint; by careful selection of references, the dry complaint; by study of newspaper articles or similar matter, the idea that history is of no value. Even if the student cannot be brought to see the dependence of present and future conditions upon the past, he can see plainly for himself his own ignorance of many historical allusions which he would prefer to understand. I select my reading carefully, assigning definite pages with a definite problem, thus insuring interest and avoiding waste of time; while by taking up in class certain newspaper articles, and giving others for work outside class, I try to teach that there is a very practical value in knowing history.

We have not had all the books we want for the

work. Our library lacks the standard histories it should have; but we add to it whenever we can, and friends of the school have given us several hundred volumes. Some of our children have discovered good books in their homes, and they are not apt to investigate shelves of solid reading without some stimulus. In this case both pride of ownership and skill in the search for books aided us.

At the close of a week or so devoted to any one topic we have a general summary and class discussion, several being given opportunity to speak at length. This may be varied by having a paper written for the notebook, and handed in with regular "notebook work."

(To Be Continued in our December Number)

THE PLACE OF DATES IN THE HISTORY RECITATIONS

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DATES are the bugbear of history. How many times have pupils been heard to exclaim: "Oh if it were not for the dates history would be interesting and easy." And, after an untold number had complained for a considerable time, the pendulum swung to the other side, until now the least possible number of dates are administered to the pupils, and those very carefully for fear of offense. Teachers of history themselves have been guilty—if that is an appropriate term—of helping to carry out this scheme of the suppression of dates. But the extreme has already been reached and it is now high time to strike a happy medium.

Suppose, for example, that the average high school student in American history is asked to give a date of some event, chosen at random. Outside of 1492, 1776, and a few others—in most cases not even as many as ten—the pupil is sadly deficient. Can or should a true American, graduating from a present-day high school, be proud of the fact that he can not give more than a dozen dates in American history? Ought the history teacher to congratulate herself on the fact that she has taught history when her pupils can not give the exact time of a definite and important occurrence in American history? The answer is self-evident.

"But what dates should be taught and how?" asks the interested teacher of history. "Should dates be taught as *dates per se*? Surely they can not be of importance of themselves and detached." It is upon this point that the whole question turns, for until dates are presented correctly and wisely there will always be rebellion against these mis-taught facts.

Let us think for a moment of a typical high school class in history with an open-minded teacher ready to profit by suggestions along the line of teaching dates in connection with the subject. Her great question is what dates should be taught and how can they be given so that the pupils will not lose interest in the work or feel that the learning of history has become a burden. In a word, how can the pupils be taught to *think time*?

In working out some plan the American history teacher must first of all bring herself to think of world history as a whole—for presumably the pupils have all had Ancient, Medieval, and Modern courses. If necessary, the class at the beginning of the year should be given a few lectures by the teacher upon the world of pre-historic times, dealing especially with the pre-history of the Western Hemisphere.¹ All of this should be connected if possible to the pre-historic times of Europe and the islands of the sea. The pupils will find this interesting, and will at the same time get a foundation for thinking time by seeing something of how old the world may be.

¹ In most of the high school classes in history this is not done, and for the benefit of the teacher desiring to follow this plan a short list of works in English are here given:

Anderson, R. E.—*Extinct Civilizations of the West*, Appleton, 1904.

Arnold and Frost—*An American Egypt*, London, 1909.

Bancroft, H. H.—*Native Races of the Pacific States*, 1874-6, Vol. 1-5, *passim*.

Barton, B. S.—*Origin of the Tribes and Nations of America*, Phil., 1798.

Baldwin, J. D.—*Ancient America*, Harpers. 1871.

Bowditch, C. P.—*Mexican and Central American Antiquities*, Bur. of Amer. Ethnol., Bull. No. 28.

Brinton, D. G.—*Myths of the New World*, New York, 1876 (new edition).

After such an introduction to American history one is prepared to review very hurriedly the periods of Ancient, Medieval, and Modern history. This may be done by the teacher in the time covered by a few recitations. Perhaps the first week may be taken up in this way, and at the beginning of the second week of school the class should be ready to take up the conditions in Europe which led to the era of colonization. Now the first dates to be remembered may be introduced, beginning with 1492. Let the pupils think of the period of colonial expansion as a whole and fix its place in history. The teacher then may bring out other important dates as she thinks best.

After taking up colonization in general in the Western Hemisphere the teacher may concentrate her efforts upon the teaching of colonization in North America and the consequent results. It should be pointed out that this colonization in North America came much later than that in South and Central America. To fix this in mind it might be well to point out that Mexico was conquered between 1519 and 1522, and soon after settled, while the Pilgrims did not land in North America until some one hundred years later. From 1620 to 1776 is a long period, and there need be few if any dates given to be remembered between these two points. However, when 1776 is reached in United States history the pupils should seize upon it as a center about which to fix certain facts of importance. Here is another good opportunity to think time. The teacher should point out that two years before 1776, the First Continental Congress met, followed the next year, in 1775, by the Second Continental Congress which declared war upon England the same date. With the beginning of the conflict the pupils should naturally connect its end in 1783. From 1777 to 1781, the movement for the Articles of Confederation was under way. With their taking

effect in 1781 the pupils will be naturally led to think of the real foundation of the United States government under the Constitution brought about as the outgrowth of many causes and by the deliberations in the Mount Vernon Convention (1785), the Annapolis Convention (1786), and the Philadelphia Convention (1787). As a result a new government was formed, with George Washington taking office as the first president of the United States in 1789.

Having now arrived at Washington's administration a new scheme as an aid in remembering and presenting dates may be introduced. The teacher should tell the pupils to imagine a ladder, illustrating it at the same time upon the blackboard. Upon the first and bottom rung of this the teacher places the name "Washington" with the dates 1789 and 1797 after it. Thus is begun the foundation of an imaginary ladder with rungs upon it representing the various presidential terms through which the United States has climbed to its present prominence. This, upon first thought, involves the teaching of United States history by the old method of administrations instead of by the present approved plan of taking up various movements. And so it would be unless the teacher is very careful. She must show the pupils that this ladder is to form the background of United States history; in other words it is to be used as a road guide to help the pupils to locate themselves at any time in their study of history. Whenever a date is mentioned, if they know these periods, i. e., the various presidential administrations, they are enabled to locate in their minds on this imaginary ladder and thus fix it in relation to something which they already know. Dates, it must be constantly remembered by both teacher and pupils, are of no use unless they are attached or "hooked up"—an appropriate term in this case—with something definite and concrete. All dates should be mile-stones, as it were, to enable all who follow them to find themselves instantly. Only to this extent are they of value.

Keeping this in mind then, the teacher, after having informed the pupils that the ladder is a sort of traveler's guide to all who journey over the path of history, continues the approved method of teaching movements. Expansion, currency, internal improvements, foreign relations, etc., may now be considered as a whole, and if the instructor thinks best, the beginning and the end of each period, in so far as they can be determined and are of value to know, may be fixed by dates which the pupils should remember. This naturally seems like a great task in that the study of history is made more difficult for the pupils. But as long as the teacher and pupils are afraid of difficult things,

(Continued on page 162)

Catlin, G.—*Indians of North America*, 2 Vols., 1866 (tenth edition).

Deniker, J.—*The Races of Man*, London, 1900.

Enock, C. R.—*The Secret of the Pacific*, Scribners, 1912.

Holmes, W. H.—*Handbook of Mexican Indians*, Bur. of Amer. Ethnol., 1907-1910.

Kingsborough—*Antiquities of Mexico*, 9 Vols, London, 1831-48.

Lowery, W.—*Spanish Settlements, 1513-1561*, pages 1-78, 1901.

McGee, W. J., and Thomas, Cyrus—*Prehistoric North America*, 1905.

Markham, C. R.—*The Incas of Peru*, 1912.

Nadaillac, J. F. A.—*Prehistoric America*, New York, 1895.

Squire, E. G.—*Aboriginal Monuments*, Smithsonian Contributions, Vol. 2.

Wilson, Daniel—*The Lost Atlantis and Other Ethnographic Studies*, Edinburgh, 1892.

Winsor, J.—*Narrative and Critical History*, Vol. I, pp. 133-436, Pub. 1889.

Wissler, Clark—*The American Indian, an Introduction to the Anthropology of the New World*, New York, 1917.

After that came the meeting of the county board to discuss the advisability of building the school house just at that time. They met in the two-and-a-half-room school house, which seemed as they discussed the matter to take on mammoth proportions. Really, it seemed a very good building, quite adequate for the time being, and prices soaring so high and enough complaint about taxes as it is, and—but right then Providence intervened with a good hard shower that beat under the windows and leaked through the ceiling, leaving the assembly damp and uncomfortable and ready to build a water-proof building.

The morning of the 13th of September another chapter of town and county history happened when school trucks loaded with children from the newly consolidated districts drove on the school grounds; big, comfortable trucks with responsible drivers, bringing the children safe, warm and dry and on time. Big boys and girls, little boys and girls, from three one-teacher schools coming to a three-teacher school, all combining to make possible six teachers, besides a music teacher, and a big brick school building rapidly going up.

Children adjust themselves to circumstances easily, more easily than grown up people. The welding of these communities as regards the grown-up folks is still the biggest work ahead. Things like basketball games and debates, at home and abroad, and keeping the boys and girls in the higher grades in school, are taking care of themselves.

Consolidation made the school large enough to justify the coming of the able community service director who every two weeks brings moving pictures. Not magic lantern slides of "Ten Nights in a Bar-room," which small towns usually fall heir to about once a year, but real moving pictures: travel, adventure, war scenes, good plays, wholesome comedies. Always there are four or five different pictures and the admission is a dime. These meetings are great assets in getting folks to laugh and talk and best of all to sing together. The school trucks are used to bring both grown-ups and children to these meetings.

Then there are the inspirational all-day meetings like the one when the cornerstone was laid to the new building by the Masons. There was a barbecue and basket dinner. Different communities can not be one until they have eaten together, for women, to be friends, must exchange recipes.

Then there was the chautauqua which really came in October. The signers of the petition carried around that afternoon after commencement day decided they might as well sign all the papers at once so they had

become guarantors of the chautauqua which did its big part toward getting the folks together too.

These things were not accomplished from May until January or February or in a year, or two, though Hobgood and the country round, where it all happened, are in Halifax County, noted from pre-Revolutionary days for entertaining and acting on progressive ideas quickly. It has taken Halifax County's ablest exponents of education several years of constant, tactful, propounding, preaching and praying consolidation to bring about these big results which are putting Halifax County on the map educationally and which will eventually put those able exponents of education in "Who's Who."

THE PLACE OF DATES IN THE HISTORY RECITATIONS

(Continued from page 155)

the knowledge acquired will be very slight in comparison to what ought to be obtained from an American history course in high school. Any subject is of value to any one only to the extent in which one devotes energy and intelligence to it. It is much like a bank, for only to the amount one puts in, only to that amount may one draw out. In this case one can not borrow on one's credit.

It is not the plan of this paper to give a list of dates which should be remembered by the pupils further than what have been suggested. Others should be determined upon by the teacher according to the circumstances of her particular work. The teacher must always be sure to abstain from making the memorizing of dates too burdensome. The process should become habitual rather than mechanical. The pupils ought to grow into the feeling for dates, that is, of thinking time. In all history classes, however, the remembering of certain dates should be insisted upon after the teacher has carefully explained why they are important.

The five largest high schools, according to the latest official report, are as follows:

Polytechnic Evening High School (for boys), Los Angeles, California; enrollment, 8,440.

Commercial High School (for boys), Brooklyn, New York; enrollment, 7,508.

Morris High School (co-educational), New York City; enrollment 6,733.

Washington Irving High School (for girls), New York City; enrollment 5,785.

Stuyvestant High School (for boys), New York City; enrollment 5,325.